State Normal School

SALEM, MASSACHUSETTS

FORTY-NINTH YEAR

1902-1903

NEW STATE NORMAL SCHOOL — SALEM, MASS.

FORTY-NINTH YEAR

OF THE

STATE NORMAL SCHOOL

AT

SALEM, MASS.

1902-1903.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1903.

Approved by

The State Board of Publication.

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MODEL SCHOOLS.

Maud Sarah Wheeler, ... } Fifth, Sixth,
Mabel Towne Burnham, ... } Seventh and Eighth
Maude Muller Brickett, ... } Grades.
Cassie Lucinda Paine, ... Fourth Grade.
Mary Elizabeth James, ... Third Grade.
Delia Frances Campbell, ... Second Grade.
Helen Merrill Dillingham, ... First Grade.
Louise Farrington, ... Kindergarten.
Helen Louise Gray (Assistant), ... Kindergarten.

Calendar for 1903=1904.

Spring Recess.

From close of school on Friday, April 3, 1903, to Tuesday, April 14, 1903, at 9.20 A.M.

Graduation.

Wednesday, June 24, 1903, at 2.30 P.M.

First Entrance Examinations.

Thursday and Friday, June 25 and 26, 1903, at 9 A.M.

Second Entrance Examinations.

Tuesday and Wednesday, Sept. 8 and 9, 1903, at 9 A.M.

School Year Begins.

Thursday, Sept. 10, 1903.

Thanksgiving Recess.

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

Christmas Recess.

From close of school, Saturday, Dec. 19, 1903, to Thursday, Dec. 31, 1903.

Second Half=year Begins.

Tuesday, Jan. 26, 1904.

Spring Recess.

From close of school on Friday, April 1, 1904, to Tuesday, April 12, 1904, at 9.20 A.M.

Graduation.

Wednesday, June 22, 1904, at 2.30 P.M.

First Entrance Examinations.

Thursday and Friday, June 23 and 24, 1904, at 9 A.M.

Second Entrance Examinations.

Tuesday and Wednesday, Sept. 6 and 7, 1904, at 9 A.M.

NOTE. — The regular weekly holiday of the school is on MONDAY, but the model schools conform to the practice of the other public schools in Salem, and have their holiday on SATURDAY. The model schools open on the second MONDAY in September and close on June 30. Vacations during the school year are from Christmas to New Year's, inclusive, and for the week beginning with the first MONDAY in April.

The telephone call of the school is "Salem, 375." The principal's residence is at 285 Lafayette Street, and his telephone call is "Salem, 156-2."

THE RECEPTION ROOM

State Normal School,

Salem, Mass.

This school was established by the Commonwealth of Massachusetts with the co-operation of the city of Salem and of the Eastern Railroad Company, and was opened to students Sept. 12, 1854. Its purpose was the preparation of women for the work of teaching in the public schools. It is now open to men as well. Like the other normal schools of the State, it is under the general supervision of the State Board of Education, from whose membership a special Board of Visitors is appointed, in whom is vested the immediate control.

The building now occupied by the school was erected in 1893–96, through the generous provision made by the Legislature of the Commonwealth. It was first occupied for school purposes, Dec. 2, 1896, and in actual use has proved to be admirably adapted for the work it is intended to promote.

Since the school was opened nearly 5,000 persons have been connected with it as students, of whom more than half have completed the prescribed course of study, and have received diplomas. These teachers have been employed in almost every portion of the country, and especially in every section of Massachusetts. The graduates of the school are now more numerous each year than ever before, and find, almost invariably, immediate call for their services. With the better opportunities and facilities now provided for gaining a thorough mastery of the qualifications necessary to begin the work of teaching, there is no apparent reason why the usefulness of the school should not continue to be manifest.

The equipment of the school in almost every department has been completely renewed, and it is believed that it will now compare favorably with that provided by any normal school in this

part of the country. In making purchases of books, apparatus, maps or other materials, the first aim has invariably been to secure such as could be put to actual use. Nothing, therefore, has been purchased merely for exhibition purposes, but the test of utility has been strictly applied. The model schools, as well as the rooms of the normal school itself, have been equipped by an application of this same test. The details of these features have been omitted from the outlines of work done in the various departments, as the statement above made is to be understood as of general pertinency.

THE SCHOOL BUILDING.

The new building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus; the toilet and play rooms for the pupils of the model schools; besides a fine gymnasium, with its adjoining dressing room; the industrial laboratory, bicycle room, lunch room, and store rooms for supplies and materials.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the model schools. The rooms for these schools — nine in number, besides six recitation rooms connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate more than 300 pupils.

The central portion of the second floor is occupied by the fine assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and

chairs. The remainder of the floor contains the principal's office, reception room, teachers' meeting room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, — including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two fine rooms on the north side furnish admirable accommodations for the work in drawing.

One of the most conspicuous features of the building is found in the size and lighting of the rooms. In fact, it is hard to see how the lighting could be improved. The corridors are also noticeable for their width and cheerful aspect. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's office speaking tubes radiate to all the important rooms; while a program clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of handsome oak, and all the furniture of the building is in keeping. Upon the walls are many handsome pictures and other artistic decorations, provided by the State, by past students and teachers of the school and by other generous friends, to whom due acknowledgment is made on another page.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined: —

(1) By their standing in a physical examination.
(2) By their moral character.
(3) By their high-school record.
(4) By a written examination.
(5) By an oral examination.

Physical Examination.

The State Board of Education adopted the following vote March 7, 1901 : —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

Written Examination.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*) : —

I. *Language.* — (*a*) English, with its grammar and literature, and (*b*) either Latin or French.

II. *Mathematics.* — (*a*) Algebra and (*b*) plane geometry.

III. *United States History.* — The history and civil governments of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science.* — (*a*) Physiology and hygiene and (*b*) and (*c*) any two of the following, — physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music.* — (*a*) Elementary mechanical and free-hand drawing with any one of the topics, — form, color and arrangement, and (*b*) music.

Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

General Requirement in English for all Examinations.

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English

exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

Special Directions for the Written Examinations.

Group I. — Language.

(*a*) *English.* — The subjects for examination in English will be the same as those agreed upon by the colleges and high technical schools of New England, and now quite generally adopted throughout the United States.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book *properly certified by his instructor*, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination are: —

1903–1905. — Shakespeare's *The Merchant of Venice* and *Julius Cæsar; The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner;* Carlyle's *Essay on Burns.*

2. *Study and Practice.* —This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions

on the leading facts in those periods of English literary history to which the prescribed works belong. The books set for this part of the examination are: —

1903 - 1905. — Shakespeare's *Macbeth;* Milton's *Lycidas, Comus, L'Allegro, Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

(*b*) *Either Latin or French.* — The translation at sight of simple prose or verse, with questions on the usual forms, and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

II. — Mathematics.

(*a*) The elements of algebra through affected quadratic equations.

(*b*) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

III. — United States History.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised — also in English history so far as this history bears conspicuously on that of the United States.

IV. — Science.

(*a*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*b* and *c*) *Any Two of the Following Sciences, — Physics, Chemistry, Botany and Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V. — Drawing and Music.

(*a*) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(*b*) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, — including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, chromatics, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or time phrases sung or played.

Division of Examinations.

Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer

themselves in one or more of the following groups, *each group to be presented in full*: —

II. Mathematics.
III. United States history.
IV. Sciences.
V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group, or groups chosen, or in the subjects thereof. (See blank at end of this catalogue.)

The group known as *I. Language* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *IV. Science* should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

Equivalents.

Persons desiring to enter the school, whose course of study has been equivalent to, but not identical with, the requirements of admission are advised to correspond with the principal. Each case will be considered upon its merits and in deciding the question of admission there will be a serious effort to give all the credit that is due. Experience in teaching, according to its amount and kind is regarded as very valuable.

Special Students.

College graduates, graduates of normal schools, and other persons of suitable attainments, also those who have had considerable experience in teaching may by arrangement with the principal select a year's work from the regular program. If

this work embraces not less than twenty recitation periods per week and includes the courses in psychology and in the theory and practice of teaching, the student will receive a certificate for the same upon its satisfactory completion.

Prompt and regular attendance is exacted of special students as well as of those in the regular course.

A definite statement of the applicant's purpose in desiring to enter the school is required and those who do not intend to remain at least one half year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture for its own sake, is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases, it is sometimes found possible for those who have had experience in teaching without a previous normal course, to enter the school and derive great benefit from a half year's work. Some of our most earnest students have been of this class. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.

Students from outside the State.

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be admitted as students on payment of fifty dollars per year, of which sum, one-half is payable at the beginning of the year, and the other half at the middle of the year.

Elementary Course of Study.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects:

I. The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(*a*) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(*b*) Mathematics, — arithmetic and book-keeping, algebra, plane geometry.

(*c*) History, — history and civil polity of the United States and of Massachusetts.

(*d*) Science, — physics, chemistry, mineralogy, botany, zöology, geography, physiology and hygiene.

(*e*) Drawing, vocal music, physical training, manual training.

II. (*a*) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(*b*) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

Conditions of Graduation.

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. While the fact is recognized that predictions regarding the success or failure of normal school students as teachers always involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the appli-

cation of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the standpoint of personality.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

THE MODEL DEPARTMENT.

In co-operation with the school committee of the city of Salem, there is maintained in the rooms set apart for that purpose a system of schools beginning with a kindergarten and intended to train pupils to the point of entering the local high school.

The teachers are nominated by the principal of the normal school, with the approval of the Board of Visitors, and are elected by the city school committee. They have all been chosen with reference to their special fitness for the different grades, and on account of conspicuous success in their previous experience.

The aim has been to reproduce in these schools, as nearly as possible, actual public school conditions. Hence the pupils are not a picked company of children, but are taken without selection from limits established by the local committee. The schools are, however, kept at a reasonable size, and they will not be crowded.

The school-rooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and equipped with sanitary conveniences of the best kind. By the generosity and interest of many parents, they are also provided with beautiful decorations.

THE KINDERGARTEN.

In planning the instruction in these schools, the aim is to connect it as closely as possible with the work in the normal school. The music and drawing are supervised by the normal school instructors in those departments. About half of the instruction from the fifth grade upward is given upon the departmental plan and several normal school instructors either supervise the work or actually perform a portion of it. All the work in geography is carefully organized in this way. The work in arithmetic from the primary grades is in process of organization and other departments are also receiving the necessary attention.

The interests of the children are most carefully guarded, not only by reason of the efficiency of the regular teachers, but also in many other ways not possible to be employed in the average public school. While nothing is allowed to stand in the way of attaining the most satisfactory results, it is believed that both directly and indirectly the students of the normal school derive great advantage from their association with the teachers and pupils of the model schools.

AIM AND SCOPE OF THE COURSE OF STUDY.

English and American Literature.

[Miss Dodge, — Miss Baker.]

Four periods per week throughout the first year of the course are devoted to this work. This assignment of time is based upon the belief that literature constitutes a very important branch of one of the great divisions of thought-giving material, and that it is worthy of an earlier and more extended treatment than it commonly receives in the public schools. It is believed that it is reasonable to expect a marked growth of appreciative power and insight from the high school graduates who constitute the junior class in this school. It is difficult to estimate justly and surely the increase of such ability, but the prime aim is to promote it.

Such a result will make the future teachers more inspiring and helpful to their pupils; and, while the course cannot fail to

broaden the acquaintance and sympathy of the normal students with all kinds of good literature, the methods of using the same in all kinds and grades of schools will not be overlooked.

Believing that literature should and will hold a more prominent place as subject-matter in school courses of study, there will be an attempt so to conduct this department as to formulate a course in literature suitable to the interest and profit of children in the primary and grammar schools. This attempt has often been made, but there is hardly as yet so general an agreement that valuable results may not be expected from further consideration and experiment.

Language and Grammar.

[Miss Learoyd, — Miss Deane.]

During the first half of the year the class discuss the best methods of training children to speak and write English correctly and fluently. Suggestions are given concerning descriptions in connection with nature study, stories and descriptions from suitable pictures, copying, dictation, letter-writing, and reproduction of daily lessons in either study, and of classic stories, such as fables, myths, legends, and historial and biographical tales. An attempt is made to awaken the class to a knowledge of their own deficiencies in the use of English, and to show them the way to improvement. Especial attention is paid to simple narration and description, both oral and written.

The course in elementary language lessons is followed by a course in technical grammar, in which an effort is made to show that rules governing speech should be evolved from a knowledge of forms already acquired. By carefully graded steps the students are led to understand the sentence and its construction, the classification of words from the observation of their uses in the sentence, inflection, analysis and parsing. Members of the class present the various topics to a class of pupils selected from their own number, and the best method of proceeding with younger pupils is discussed.

Reading and Voice Training.

[Miss Rogers.]

The work of this department must necessarily be two-fold: (1) the personal training and culture of the student, and (2) the practical training in methods of teaching reading in primary and grammar schools.

The object of oral reading is to give to others the thought and spirit of the author. The reader must get behind the words to the thought which they represent; he must realize and appreciate this thought, and then by the voice, awaken in others a sympathetic response.

During the first year the work is directed toward the personal training of the student. Exercises in breathing, tone production and articulation are given for the purpose of getting pure and sympathetic tones, and clear and distinct utterance. The study of phonetics is begun. The work in reading is correlated with that in literature. The selections read have been first studied as literature, so that in this department the mind may be chiefly occupied with the oral interpretation of the author.

In the second year attention is especially directed to the pedagogical aspect of the subject. Vocal exercises and practice in reading are continued, but the object in view is to train the student to teach reading. Methods are discussed, and observations and written reports of reading lessons in various grades of schools are required. Story-telling is practiced, professional reading is required, and text-books are reviewed.

Elementary Latin.

A course will be offered during 1903-1904, if a reasonable number of students desire it, for the benefit of those who wish to be prepared to teach Latin in the upper grades of the grammar schools. Three years of good work in Latin will be necessary for those who take the course, and more is desirable. It is intended that the course deal chiefly with methods of teaching and with that purpose in view the amount of previous study, above indicated, will be assumed.

Elementary Numbers and Arithmetic.

[Miss Baker.]

These two courses extend throughout the senior year, the first half being devoted to the primary work and the second to that which is more advanced.

Elementary Numbers. — As concepts result from an acquaintance with visualized form, this work is based entirely on objects. Number is the measure of quantity. Quantity is symbolized in geometrical material and measuring is the controlling element of the system. The units of measurement are the inch, square inch, and one inch cube, the objective work thus being put into the three realms of length, surface and volume. All abstract combinations are preceded by constructive effort, and, in fact, construction goes hand in hand with measuring in forming the basis of the system.

Advanced Arithmetic. — This subject is understood as including percentage and the applications of percentage — mensuration properly belonging to geometry, and evolution and involution to algebra. Hence commission and brokerage, banking, stocks and bonds, and interest are some of the important parts of the work. It is not the purpose to treat these topics after the manner of a commercial school, neither is it intended to deal with them in an impractical way, inconsistent with that of the business world. The aim is to treat them as they occur in actual transactions, irrespective of text-book boundaries. It is believed that the financial column of a newspaper should not be wholly unintelligible to a pupil leaving the grammar school.

Students are required not only to give teaching exercises in their classes in the normal school but also to present the same exercises to classes in the model schools.

Geometry.

[Miss Martin.]

The course is planned to include (1) a review of demonstrative geometry and (2) a detailed study of concrete or observational geometry. The two are carried along together.

In the demonstrative work special attention is given to securing exactness in reasoning and in expression. The aim is to help students to that mastery of the subject which may reasonably be expected of teachers in the elementary schools. In this condition the origin and development of the science are made a matter of study, and the scope and plan of the text-book in geometry are noted. The general object in this part of the work is to confirm and supplement and make exact the student's knowledge, to broaden his outlook, arouse fresh interest, and awaken a sense of the teacher's responsibility towards the subject.

The course in concrete geometry develops the elementary definitions, and such of the simpler truths of the science as lend themselves to objective treatment. A topical outline in the hands of students furnishes a basis for discussion of methods of work and the selection and arrangement of material. The leading text-books in this department are reviewed, and to some extent practically tested. Laboratory work and field work are prominent features. The general aim is to put students in possession of approved methods of teaching in elementary schools those parts of geometry which by general consent are adapted therefor.

Algebra.

[Miss Martin.]

The general purpose is to review and supplement the student's knowledge of the subject-matter, and to establish clear and simple methods of teaching the more elementary topics. This involves (1) a thorough study of the processes underlying the solution of simple equations and the simpler forms of quadratics, (2) the discussion of methods of solution of equations of these types, and (3) the discussion of problems involving such equations, with devices for making real to a class of beginners the conditions of a problem. The aim is to develop facility in algebraic operations, to give an intelligent grasp of the subject, and to form the habit of regarding it from the teacher's point of view.

United States History.

[Miss Deane.]

The time devoted to the study of United States history has been increased quite materially, and certain lines of work are in process of development for which there has not hitherto been any opportunity. Sufficient work will be done to indicate the right methods of studying and teaching history in general. As time admits, and for the purpose of illustration, selected periods or events will be studied. The uses of the abundant material dealing with the period of exploration and settlement in stimulating the imagination of children and in training them to the right use of language will be shown. A connected series of lessons, beginning with the lowest grades, will be outlined for the purpose of showing how, by what means and to what extent the elements of history, and later, history itself, may be taught in the different periods of school life.

Chemistry and Physics.

[Mr. Adams.]

Objects. — (1) Training the student to observe; to express what has been observed, — orally, by writing and by drawing; to draw correct conclusions from his own observations and from data collected by others; to follow directions; to manipulate apparatus skilfully; and to acquire habits of carefulness, accuracy and neatness. (2) An acquaintance with the most important facts of the science; certain laws and principles based upon these facts; some practical applications of these principles in machines and appliances useful to man; a knowledge of certain manipulations and processes, and the properties, uses and manufacture, of the more common elements and compounds. (3) Familiarity with the method of teaching by experiments; the art of correct questioning; and ability to stand before others and guide their thinking.

Means. — The ends enumerated are secured by a course of experiments selected and arranged so that most of the work

THE CHEMICAL LABORATORY.

can be done by each individual. Each student is provided with a note-book, and has a separate compartment at the laboratory bench. The chemical laboratory is equipped with slate tables, hot and cold water and individual fume closets. The physical laboratory is arranged for experiments in quantitative work. Both laboratories connect with a large lecture room, provided with roller shutters for darkening the room, and an electric lantern.

The students have considerable practice in teaching before their classmates, and in examining them on the experimental work.

While a part of the work is qualitative in nature, a considerable amount of quantitative work is taken up in both subjects to give skill in accurate measuring and weighing.

Constant emphasis is laid upon the necessity of viewing the work from the stand-point of the teacher. This practice gives professional value to the course which cannot be obtained by work that is wholly academic.

Geology.

[Mr. Moore,— Miss Hobbs.]

The course in geology aims to give a practical training in the recognition of the common minerals and rocks, and at the same time to illustrate the method of interesting children in this side of nature. The lessons begin with distinguishing and naming the building stones, rocks and minerals found near the homes of the pupils and in the neighborhood of the school building. The general arrangement of the course is similar to that followed in the model schools connected with this institution; but the lessons are planned from the stand-point of the mature student, and every effort is made to provide a kind of work that shall be both stimulating and strengthening. From the beginning an attempt is made to interest the student in the professional aspect of the work, and the relation of these lessons to the needs of the future teacher is constantly borne in mind.

This course also includes a study of soils, glacial phenomena, and river and wave action, and affords in these particulars an excellent preparation for the subsequent work in geography. The normal school is situated in a locality which offers unusual opportunities for the carrying on of this work, and frequent excursions are made during the fall and spring months to the neighboring hills and sea shore. These out-door lessons are counted a most valuable part of the course, for in addition to the peculiar training which they give, they serve to introduce the prospective teacher to a kind of work which it is hoped she will be able to do in a simple way with her own pupils.

Botany.

[Miss Learoyd.]

This subject is pursued throughout the year. The chief aim of the year's work is to present such a course of study as may be adapted to primary and grammar grades. The class study the various phases of plant life, according to the season, in the field and the laboratory, and supplement their observations by reading and discussion in the class room. Thus the course of study becomes an actual experience.

In addition to this elementary work, the class have the opportunity to study the lower forms of plant life, so that they may obtain a comprehensive view of plant forms and a general understanding of the evolution which has taken place in the plant world. With this knowledge they are better able to comprehend the variety of forms which the organs of the plant assume among the higher plants, and to lead children more intelligently to discover the probable causes for the wonderful adaptations among plants to light, temperature, moisture, soil and animals.

When the class have become somewhat accustomed to methods of working, they are expected to give most of the exercises in the class room, under the supervision of the instructor. In the senior year, they observe the study of nature as conducted in the model schools, especially as a basis for language work.

THE GEOGRAPHY ROOM.

Geography.

[Mr. Moore, — Miss Hobbs.]

The course in geography is planned to give a thorough understanding of the principles which underlie the most approved and progressive methods of teaching that subject to children. A strong feature of this course is the unity which exists between the theoretical instruction of the normal school class room and the actual work accomplished with the children in the model schools. The normal school instructor in geography has charge of that subject in the model schools and aims to make each part of the work a complement of the other.

The locality in which the school building is situated is most fortunately provided with many illustrations helpful in the study of geography. Abundant material of a physiographic, industrial and commercial character is close at hand and easily accessible both for the classes of children and for the normal school students.

A study of the geographical significance of the local surface features, which includes not only their physiographic aspects, but also their usefulness to man in furnishing a food supply, in affording suitable building sites and in determining lines of travel, forms the beginning of the work in geography.

This study of the local geography provides the necessary experience for understanding distant geographical features and conditions. At the same time the fact is recognized that a familiarity with the position and characteristics of the local surface features is a very necessary basis for taking the first steps in the reading of maps.

The intelligent reading of the best maps is considered of especial importance and receives great emphasis throughout the course. The close and constant association of the actual form or its picture with the appropriate map symbol is insisted upon as the natural means for cultivating the ability to visualize correctly from maps of unknown regions.

The importance of good pictures and other illustrative material in geography is discussed with considerable fulness and the

normal school students are drilled in the right methods of using these aids with young children.

The study of the earth as a whole illustrates the methods used in the grades of correlating the world-wide views which the elementary pupils have been gaining from the study of pictures and by the use of the imagination. This work includes lessons on the form, size and rotation of the earth; its appearance in space; the land and water divisions; relief, drainage, climate, productions and people. The methods of studying the continents and the leading nations are exemplified as completely as the limits of the course and the preparation of the pupils will allow.

Biology.

[Miss Warren, — Miss Goldsmith.]

The aim of the work in biology is to lead the student to observe more carefully animate nature, to direct his investigations, and to enrich and ennoble his life by a greater love for the creatures that in endless variety form a part of his environment. The student becomes familiar with the theory of the evolution of animal life from the unicellular forms to the complex structure of man.

Type forms are studied in detail. The laboratory method is used. A knowledge of external structure is gained by observation; of internal structure by dissection, drawing and reading. Particular attention is given to the adaptation of each organism to its environment.

For further observation, living animals are kept in the schoolroom. A fine collection of specimens at the Peabody Academy of Science furnishes added facilities for carrying on the work.

The course in biology is a preparation for a clearer and more comprehensive understanding of the anatomy, physiology and hygiene of the human body.

ELEMENTARY DRAWING ROOM.

Drawing.

[Mr. Whitney.]

It is the aim of this department to secure for the student as high a degree of the culture value of art as is practicable, and at the same time to emphasize its value in all the other departments of study. Realizing its industrial and æsthetic value to the teacher, the subject is treated in as broad a manner as the course permits.

Drawing is studied under these three topics, — structure, enrichment and appearance: (1) structure, comprising measurement, geometry, projection, development and structural design; (2) enrichment, including color, historic ornament and design; (3) appearance, treating model and object drawing, nature drawing, color and picture study.

No definite outline for the various grades of the public schools is given the students, but outlines for the work in the model schools are planned from month to month, and the students have the opportunity of observing and assisting in conducting the lessons.

The courses in the other departments of the normal school, as well as the cycle of the year, dictate in a great degree the subject to be taken in the drawing and the time for that special branch.

In September the classes begin the study of color, drawing of flowers, leaves, trees, fruit and seed; also the study and drawing of birds, moths and shells. Throughout the year this method is followed, the intercourse with nature giving a keen appreciation of the beautiful.

The study of landscape drawing and composition is related to the illustrative work for literature, and the mechanical branches assist in drawing of apparatus for chemistry and physics.

The historic art and picture study are closely related to the geography and history.

In relating the drawing to the other departments, the aim is to remember the scientific value of the drawing and at the same

time to emphasize the necessity of artistic rendering, the importance of good composition, proportion and unity.

As a result of the art training in the normal school, there should come a broader culture, an appreciation of beauty of form and color, and some ability to express and create the beautiful; an apreciation of the practical value to the child, awakening thought, holding the attention and giving a free and spontaneous mode of expression.

Music.

[Miss Sawtelle.]

The work in this department is designed to enable students to teach such principles of music as will apply to the several grades of the public schools.

Tune, time, technique and the æsthetics of music will be considered. The exemplification of these subjects will be observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

A weekly drill in carefully selected choruses will be participated in by the entire school.

It is hoped that in the future, entering students may be so prepared that a course in the history of music may profitably be offered.

Physical Training.

[Miss Warren, — Miss Rogers.]

The course in physical training, based on the Ling system, is, in theory and practice, closely related to the practical part of the physiology work.

Its aim in theory is to give the students a knowledge of muscular action and the distribution of blood to the various organs; and in practice to correct faulty positions in sitting, standing and walking, by a development of the chest and right carriage of the chest and head. Special stress is laid upon proper breathing.

The spacious gymnasium is equipped with stall bars and

THE GYMNASIUM.

benches, double boms, jumping standards, balance beams, vertical ropes, a Swedish ladder and a horse.

The drill includes floor work, exercises with apparatus and gymnastic games. The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. The rhythm of the gymnastic movements is an important feature of the work. The military precision of the drill is relieved by gymnastic games. These train the students to quickness of thought and motion, and serve as a relaxation from mental and bodily tension. The game of basket ball arouses enthusiasm and gives added interest to the regular work.

From time to time the members of the senior class conduct the exercises for practice in teaching.

All students are required to provide themselves with the customary suits for gymnastic practice.

Psychology.

[Miss Goldsmith.]

The course in psychology extends throughout the junior year. The aim is to secure a clear and sufficient understanding of (1) the processes by which knowledge is acquired and elaborated, (2) the sources of interest and attention and (3) the functions and training of the will. The development of the various faculties of the mind, and the relation of different branches of study to this process, receive careful attention. The work is done so as to secure a good grasp of what is really valuable to a teacher, rather than to spend time upon what is of only speculative interest. The various sources of psychological knowledge — introspection, observation of mental phenomena, the study of literature and physiological science — are all recognized as having important uses in the study of the human mind.

Physiology and Hygiene.

[Miss Warren.]

Since the physiology of the human body is a phase of biology, the plan of work in the two branches is similar. A careful

study is made of the respiratory, the circulatory, the digestive, the excretory, the muscular, the osseous and the nervous systems, and of the special senses. Some attention is given to the effect of alcohol and tobacco upon the human body.

Only enough anatomy is taught to lead to a clear understanding of physiology. The laboratory method is the basis of the work. The work acquaints the student with the structure, the position, the relation and the function of the various organs, with a view to the intelligent application of hygienic principles. Microscopic slides, a life-sized manikin, and a human skeleton are valuable aids.

Special stress is laid upon the following topics: clothing, bathing, food, study, rest, and the effect of muscular action upon the organism as a whole and upon special organs. Definite directions are given for treatment in cases of emergency.

The aim of this course is to impress upon the students the fact that a sound body is an essential factor for the best and highest success in any life work, and to prepare them to teach whatever may be necessary for the physical as well as the moral and intellectual welfare of those who come under their care.

Theory and Practice of Teaching.

[Dr. Beckwith.]

The course in theory and practice of teaching, conducted by the principal of the school, extends throughout the senior year. It is intended to develop an understanding of the principles of education and of their application to school organization and government and to the art of teaching. The observation in the model schools is done in connection with it, and the results are drawn upon extensively to illustrate the class-room discussions. Weekly lectures on Saturday mornings, of which written reports from the students are required, are sometimes introductory to various topics, sometimes summaries of them, and sometimes independent and suggestive discussion of important phases of teaching.

At the same time there is a serious attempt to arouse in

the students an intelligent appreciation of our indebtedness to great educational leaders for their apprehension of sound principles and for inspiration to the teacher's work.

The principal believes that much of the success of a teacher depends upon the ideals with which the work is undertaken. Consequently, it is no small part of the duty of a normal school to see that its students take the right attitude toward their work, that they fully understand and appreciate the nature and extent of the influence of the school upon the child, and that the duty of study and growth is one constantly resting upon teachers. This school will aim faithfully to perform its duty in these respects.

History of Education.

[Dr. Beckwith.]

During 1903–1904, for the benefit of advanced students, — provided there should be a sufficient demand to warrant it, — a course of weekly lectures will be given upon the history of education. The course will embrace a survey of the educational ideals of the ancient nations, of the influence of Christianity upon education, and of the various effects of both material and spiritual life and growth, and include especial studies of the lives and influence of such reformers as Luther, Bacon, Comenius, Pestalozzi and Frœbel.

A portion of the course will be devoted to the especial consideration of the development and features of the Massachusetts school system, and of the legislation of this Commonwealth upon educational interests.

Directions and suggestions for reading will be given, and a sufficient number of thorough and exacting tests will be applied to ascertain whether the students have properly performed their share of the work.

GENERAL INFORMATION.

The Location and Attractions of Salem.

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting also with

the Saugus Branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport, Marblehead and intervening points. Trains are frequent and convenient. Salem is also the centre of an extensive network of electric railways, which greatly increase the convenience of travel within a radius of ten or fifteen miles. Students coming daily to Salem on the steam cars can obtain season tickets at greatly reduced rates. The Boston & Northern Street Railway Company also carries students to and from the school at half fare, under certain conditions.

Salem is the centre of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

The Management of the School.

The matter of discipline, as that term is used with reference to school management, does not enter into the administration of this school. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders rather than governors and masters. They will not spare advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. The students, who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit and unlikely to become successful teachers, and will be removed from the school. Others, also, who, by no fault of

THE LIBRARY.

their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, for the work of teaching, will be advised to withdraw and will not be graduated.

Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of the State, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from three dollars and fifty cents, each, per week. A record of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

The Library and Reading Room.

The school is well equipped with books of reference, and its general library, which is especially strong in works of history, biography, pedagogy, poetry, and dramatic and miscellaneous

literature, contains 4,052 volumes, exclusive of a large number of public documents and sample text-books covering a period of many years. The best periodicals of the day are also kept on file. There is a complete card catalogue by titles and authors, and a system of references by topics is also in process of preparation.

No needless restrictions are placed upon the use of the library and reading room, and the students are encouraged to resort to it freely and constantly.

Promptness and Punctuality.

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school and receive regular dismission. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation and must remain until all are excused.

5. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

6. Students boarding in Salem must not make arrangements involving absence from any school exercise, without previously obtaining permission.

Lectures.

Since the issue of the last annual catalogue the teachers and students of the school have listened to the following lectures:—

1902.

March 26. Agent Henry T. Bailey, North Scituate.
"The Piety of the Senses."

April 26. Secretary Frank A. Hill, Boston.
"Seven Lamps for the Teacher's Way."

May 31. Rev. John W. Buckham, Salem.
"Nathaniel Hawthorne."

June 7. Principal Wm. A. Baldwin, Hyannis.
"Industrial Work at Hyannis Normal School."

June 25. Annual Graduation, Supervisor Geo. H. Martin, Boston.
"Higher Functions of the Course of Study."

Oct. 4. Supt. Thomas M. Balliet, Springfield.
"Arithmetic."

Oct. 18. Supt. Thomas M. Balliet, Springfield.
"Reading."

Nov. 8. Supt. Thomas M. Balliet, Springfield.
"Apperception."

1903.

Jan. 24. Supt. A. L. Safford, Beverly.
"Suggestions in Relation to obtaining a Desirable Position."

The Salem Normal Association.

There is an organization of the students and teachers of the school, named as above, which holds triennial meetings. The last meeting was on July 3, 1900, and was very largely attended. At that time it was voted to defer the next meeting until 1904, when the usual reunion will be combined with the celebration of the semi-centennial anniversary of the school.

The officers of the association for the current term are as follows : —

President. — Dr. W. P. Beckwith, Salem, Principal of the School.
Vice-President. — Miss Harriet L. Martin, Salem (Class XXIII.).
First Secretary. — Mrs. Abbie R. Hood, Beverly (Class LVII).
Second Secretary. — Miss Dorothea C. Sawtelle, Peabody (Class LXVIII.).
Treasurer. — Miss Maud S. Wheeler, Salem (Class LVII.).
Directors. — Miss Mary E. Webb, Salem (Class III.) ; Miss Jessie P. Learoyd, Danvers (Class LI.) ; Mrs. Mary A. Tenney, Everett (Class LXIX.) ; Miss Martha P. Ober, Salem (Class XLVII.) ; Miss E. Adelaide Towle, Salem (Class XXVIII.).

Employment for Graduates.

The increase in the number of normal graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers. But even at the present time less than one-half of all the teachers in the State are normal graduates, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. This school does not undertake to guarantee positions to its graduates, but it is a fact that promising graduates are rarely without positions six months after graduation. The principal takes pleasure in assisting graduates to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities, or to be informed as to the degree of success which has attended the efforts of former students.

General Catalogue.

In anticipation of the semi-centennial of the school, the preparation of a general catalogue of the teachers and students of the school was begun three years ago. A complete card catalogue has been prepared from the data at hand, and the manuscript for the printer is already far advanced, but it will be held

back as long as possible in order to include in it all the information that can be secured. Very valuable material has been received from many former students, and other contributions would be welcome. The work involves a vast amount of attention to details and of care in treating the same; but its reliance for completeness and accuracy must be upon the interest and co-operation of former students. The invitation to furnish such information is therefore repeated and made general.

Scholarships for Graduates.

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in the Lawrence Scientific School who are graduates of any reputable normal school in the United States.

Notices to School Officials.

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect its building and equipment, or to attend the exercises in its class-rooms or model schools at any time and without ceremony.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate to the fact of graduation. This evidence should be required in all cases.

All students of this school, since Jan. 1, 1900, who have left the school by reason of graduation, or otherwise in good standing, possess either a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

CONTRIBUTORS TO THE DECORATIONS OF THE BUILDING.

The Commonwealth of Massachusetts.
The Salem Normal Association.
Mr. George R. Chapman.
Richard Edwards, LL.D.
Mrs. C. O. Hood.
Mr. James F. Almy.
Miss Annie M. Phelps.
The Class of February, 1857.
The Class of February, 1858.
The Class of July, 1858.
The Class of February, 1859.
The Class of July, 1859.
The Class of February, 1860.
The Class of July, 1861.
The Class of January, 1883.
The Class of June, 1888.
The Class of June, 1891.
The Class of June, 1896.
The Class of January, 1897.
The Class of June, 1897.
The Class of 1898.
The Class of 1899.
The Class of 1900.
The Class of 1901.
The Class of 1902.
Certain students and friends of Miss Elizabeth Weston.
Other teachers and graduates, and others.

The following citizens of Salem have generously contributed to the decorations of the model school-rooms : —

Mrs. James F. Almy.
Mr. George A. Brown.
Mr. William O. Chapman.
Mr. Robin Damon.
Mr. William H. Gove.
Mr. George B. Harris.
Mrs. William M. Hill.
Mr. Frank A. Langmaid.
Mr. J. Henry Langmaid.
Mr. Arthur L. Lougee.
Mr. William Messervey.
Mr. John M. Raymond.
Mr. Ira Vaughn.
Mrs. Charles F. Whitney.

CONTRIBUTORS TO THE LIBRARY.

Generous contributions to the library have been made by

The Class of July, 1863.
The Class of January, 1869.
The Class of January, 1870.
The Class of January, 1874.
The Class of January, 1875.
The Class of July, 1875.
The Class of January, 1876.
The Class of June, 1876.
The Class of January, 1880.
The Class of June, 1880.
The Class of January, 1881.
The Class of January, 1882.
The Class of June, 1883.
The Class of January, 1885.
The Class of June, 1885.
The Class of January, 1886.
The Class of June, 1886.
The Class of January, 1887.
The Class of January, 1889.
The Class of January, 1890.
The Class of January, 1891.
The Class of January, 1892.
The Class of June, 1892.
The Class of June, 1894.
Mrs. Thomas Hawken.
Many teachers and others.

Register of Students.

1902-1903.

Graduates. — Class LXXXVIII. — June 25, 1902.

Jessie Mae Bailey,	Melrose Highlands.
Bessie Johnson Baker,	Malden.
Edith May Bickford,	Lynn.
Lillian Agnes Bickford,	Lynn.
Catharine Boyle,	Newburyport.
Annie Mae Brackett,	Everett.
Adah Jane Brown,	Salisbury.
Alvanora Robinson Brown,	Somerville.
Annie Jean Brown,	Danvers.
Rebekah Louise Bruorton,	Reading.
Mary Etta Burns,	Gloucester.
Ursula Florence Carleton,	Lynn.
Mary Beatrice Cashman,	Belmont.
Agnes May Choate,	Essex.
Lisa Ardelle Clark,	Haverhill.
Amy Boardman Crombie,	Manchester.
Grace Evelyn Crouse,	Beverly.
Marion Lewis Cruff,	Marblehead.
Sara Annie Davis,	Salem.
Annie Margaret Dillon,	Rockport.
Bridget Helena Doherty,	Winchester.
Catherine Marie Doran,	North Cambridge.
Lucy Melissa Eaton,	North Reading.
Alice May Ellenwood,	Reading.
Blanche Kimball Esty,	Middleton.
Sarah Price Felter,	Lynn.
Agnes Gertrude Ferguson,	Topsfield.
Florence Barnes Fitz,	Lynn.
Florence Alberta Foss,	Haverhill.

Helen Frances Gallivan, ... Danversport.
Alice Marion Goodwin, ... Wakefield.
Elsie Philomena Gorman, ... Manchester.
Ethel May Gould, ... Salem.
Agnes Catherine Grady, ... Wakefield.
Alice Catherine Grady, ... Melrose.
Katharine Marie Greene, ... North Cambridge.
Ada Venus Hall, ... Wakefield.
Sarah Ethel Harriman, ... West Boxford.
Alice Margaret Hayes, ... Bradford.
Gertrude Frances Healey, ... Peabody.
Alice Eugenia Hebblethwaite, ... Chelsea.
Grace Henrietta Hebblethwaite, ... Chelsea.
Esther Lillian Herrick, ... Georgetown.
Margaret Mabel Hooper, ... Lynn.
Lizzie Edna Hopkins, ... Melrose.
Effie May Hull, ... Gloucester.
Mildred Louise Jepson, ... Lynn.
Ethel Marie Johnson, ... Lynn.
Marion Emma Jones, ... Medford.
Esther Hacker Kelley, ... Lynn.
Susie Marion Kelley, ... Winthrop.
Rosamond Blanche Kelly, ... Haverhill.
Mary Jane Keogh, ... Chelsea.
Nettie Louise Kimball, ... Lynn.
Edith Alice Lavalette, ... Ipswich.
Katharine Elizabeth Leighton, ... Bradford.
Alice Dorothy Madden, ... Bradford.
Ellen Mary Maloney, ... Wakefield.
Lillian Estelle Mansfield, ... Wakefield.
Kate Merritt, ... Lynn.
Nellie Gertrude Meserve, ... North Andover.
Edith Katherine Moore, ... Rockport.
Florence Mabel Moore, ... Northampton.
Mary Edith Moran, ... North Cambridge.
Mary Elizabeth Mullins, ... Cambridge.
Abby Davis Munro, ... Fells.
Ada Florence Norton, ... Essex.
Mabel Ingalls Parker, ... Lynn.
Lucy Morton Parks, ... Chelsea.
Bertha Margaret Petrie, ... Salem.
Louise Marion Pratt, ... Reading.

Elva Blanche Prescott, ... Chelsea.
Katharine Yeaton Prescott, ... Lynn.
Elsie Lizzie Preston, ... Beverly Farms.
Louise Helen Reardon, ... Malden.
Florence Maria Remon, ... Salem.
Carroll Rhodes, ... North Reading
Lydia Sleeper Richards, ... Danversport.
Ethel Maud Robinson, ... Gloucester.
Martha Trafton Robinson, ... Hamilton.
Lydia May Rowell, ... Amesbury.
Maud Ethel Sauer, ... Chelsea.
Anna Frances Sullivan, ... Salem.
Agnes Gertrude Sweeney, ... Medford.
Mary Magdalene Taylor, ... North Andover.
Georgiana Alice Tree, ... Beverly.
Florence Emma Tufts, ... Gloucester.
Anna Gertrude Turner, ... Salem.
Katherine Louise Usher, ... Lynn.
Charlotte Tapley Walcott, ... Danvers.
Ethel May Walcott, ... Salem.
Lulu May Wilkins, ... Stoneham.
Anna Foster Willey, ... Swampscott.

Certificates for One Year's Work.

Clara Mudge French, ... Roxbury.
Lucy Ardell Kimball, ... Ipswich.
Martha Underhill Lord, ... Ipswich.
Mary Jane Prescott, ... Salem.
Ina Augusta Smith, A.B., ... Salem.
Lora Buckman Winn, A.B., ... Winchester.

Post-graduate and Special Students.

Ella Augusta Browne, ... Haverhill.
(Haverhill High School, 1898.)
Ursula Florence Carleton, ... Lynn.
(Salem Normal School, 1902.)
Agnes May Choate, ... Essex.
(Salem Normal School, 1902.)
Alice Gardner Drake, ... Kennebunkport, Me.
(Bradford Academy, 1897.)
Sarah Price Felter, ... Lynn.
(Salem Normal School, 1902.)

Jeremiah Francis Ganey, A.B., ... Salem.
(Amherst College, 1901.)
Ella Frances Gould, ... Somerville.
(Nashua Literary Institute.)
Gertrude Frances Healey, ... Peabody.
(Salem Normal School, 1902.)
Alice Mildred Hilliard, Ph.B., ... Swampscott.
(Boston University, 1902.)
Martha Adaline Jackson, ... Gloucester.
(Gloucester High School, 1895.)
Elizabeth Pitman Lefavour, ... Beverly.
(Salem Normal School, 1901.)
Eva Marietta Macomber, ... Westford, Vt.
(Burlington, Vt., High School, 1900.)
Mary Abby Mulliken, ... Salem.
(Northfield Seminary.)
Annie Lillian Parker, ... Reading.
(Marshfield High School, 1899.)
Mary Jane Prescott, ... Salem.
(Putnam Free School, Newburyport, 1886.)
(Salem Normal School, Certificate, 1902.)
Beatrice Asenath Randall, ... Rochester, N. H.
(Rochester, N. H., High School, 1900.)
Daisy Raymond, ... Beverly.
(Boston University.)
Susie Lyman Ryan, ... Waltham.
(Waltham High School, 1895.)
Olive Elizabeth Watson, ... Salem.
(Putnam Free School, Newburyport.)
Lora Buckman Winn, A.B., ... Winchester.
(Wellesley College, 1899.)
(Salem Normal School, Certificate, 1902.)
Helen Stanton Woodman, ... Melrose.
(Melrose High School, 1900.)

Students of the Elementary Course.

Agnes Arabel Alexander, ... Gloucester.
Alexa Maria Anthony, ... Lynn.
Florence Bertha Atkins, ... Somerville.
Bessie Pierce Bagley, ... Haverhill.
Ida Belle Bailey, ... Peacham, Vt.
Lillian Henrietta Baldwin, ... Somerville.
Ida Elizabeth Bancroft, ... Stoneham.
Gertrude Loretto Barrett, ... Newburyport.
May Josephine Barry, ... Malden.

Florenee Lillian Blaek,	West Somerville.
Mary Franees Blanehard,	Danvers.
Rose Marjorie Bourne,	Salem.
Mary Evangeline Bourneuf,	Haverhill.
Geneva May Bowden,	Lanesville.
Helen Florence Britton,	Hartland, Vt.
Alice Brown,	Salem.
Mildred Cora Bulfineh,	Swampseott.
Ida May Butler,	Ipswieh.
Katherine Gertrude Butler,	Peabody.
Mabel Rieker Butler,	Lynn.
Mary Paula Butler,	Wakefield.
Katherine Franees Cahill,	Lynn.
May Clifton Calef,	Danvers.
Mary Margaret Callahan,	Lynn.
Mary Ann Campbell,	Cambridgeport.
Jennie Winslow Carey,	Swampscott.
Hattie Ceeilia Carlson,	Malden.
Edith May Carman,	Cambridgeport.
Lillian Jordan Chamberlain,	Lynn.
Celia Mason Choate,	Essex.
Elizabeth Anne Clark,	Marblehead.
Stella May Coffin,	Lynn.
Carrie Louise Collins,	Everett.
Aliee Veronica Connelly,	Cambridge.
Theresa Elizabeth Connelly,	North Andover.
Gertrude Connor,	Lynn.
Blanehe Georgina Conway,	Bradford.
Agnes Veroniea Cragen,	Salem.
Mary Margaret Crane,	Salem.
Winifred Mary Crockwell,	Medford.
Julia Lauretta Cunningham,	Lynn.
Lena Cushing,	Salem.
Clara Louise Cutts,	Lynn.
Isabella Keilly Daley,	Lanesville.
Bertha Ruby Davis,	Medford.
Mildred Sanders Davis,	Lynn.
Elizabeth Esther Dean,	Wakefield.
Helen M. Dearborn,	Everett.
Ellen Julia Delay,	Somerville.
Essie May Dennis,	Beverly.
Grace Ellingwood Dennis,	Salem.

Martha Sylvester Derfus,	Somerville.
Jennie St. Claire Dickson,	Cambridgeport.
Ellen Catherine Donovan,	Georgetown.
Bessie May Dresser,	Salem.
Margie Josephine Driscoll,	Peabody.
Cora Myra Eaton,	Waltham.
Bessie Estelle Eayrs,	Malden.
Cathrine May Etheridge,	Melrose.
Mabel Everett Farnham,	Lynn.
Irene Franklin Fellows,	Ipswich.
Mary Agnes Finn,	Lynn.
Bertha Theresa Fisher,	Methuen.
Elleanor Melvina Fitzgerald,	Linden.
Mary Josephine Flanagan,	Haverhill.
Mary Nellie Flewelling,	Cambridge.
Bertha Frances Flint,	Everett.
Elsie Louise Fogg,	Chelsea.
Esther Fogg,	Everett.
Ellen Frances Foley,	Peabody.
Sarah Beulah Frost,	Malden.
Grace Hamilton Gardiner,	Lynn.
Sally Garland,	Gloucester.
Nellie May Gerrish,	Lynn.
Mary Frances Goggin,	Peabody.
Mildred Goldsmith,	Marblehead.
Eula Preston Goodale,	Danvers.
Fanny Irene Goodhue,	No. Andover Centre.
Winifred Belle Goodwille,	No. Cambridge.
Eugenie Goss,	Lynn.
Gertrude Griffin,	Lanesville.
Minnie Griffiths,	Danvers.
Nettie Isabel Haff,	No. Cambridge.
Gertrude Adelaide Hamlin,	No. Andover Depot.
Mary Margaret Hannon,	Peabody.
Maude Penfield Harmon,	Danvers.
Ruby Lillian Harrison,	Somerville.
Elizabeth Magdalene Hart,	Lynn.
Nina Belle Hartford,	Chelsea.
Alberta Frances Hatfield,	Lynn.
Etta Howe Hicks,	Haverhill.
Anna Frances Hill,	Salem.
Dora Ethel Hodsdon,	Chelsea.

Marion Louise Howard, ... Malden.
Edith Marion Howe, ... Woburn.
Edith Vella Hughes, ... Lynn.
Gertrude Augusta Huntington, ... Newburyport.
Annie Louise Jackson,. . . . . Lynn.
Frances Cupples Jackson, ... Malden.
Harriette Agatha James, ... Salem.
Susie Morse Jewett, ... Lynn.
Harriet Mary Jones, ... Arlington.
Mildred Kallen, ... Boston.
Lena Marion Kelly, ... Amesbury.
Nellie Alice Kemp, ... Chelsea.
Lizzie Agnes Killion, ... Malden.
Alice Elizabeth Lane, ... Peabody.
Goldie Theresa Lane, ... Cambridgeport.
Lena Blanche Lawrence, ... Wakefield.
Susan Elouise Lee, ... Chelsea.
Marjorie Helen Lenox, ... Cambridge.
Mary Elizabeth Leonard, ... Haverhill.
Lizzie Adelaide Lewis, ... Lynn.
Abraham Charles Lourie, ... Boston.
Dora Lena Lourie, ... Boston.
Bertha Frances Lovett, ... Beverly.
Eliza Procter Low, ... Beverly.
Margaret Mary Mahoney, ... E. Cambridge.
Julia Agnes Mahony, ... Somerville.
Eleanor Magdalen Marshall, ... Lynn.
Winnifred Appleton Marshall, ... Gloucester.
Annie Isabel McCarthy, ... Peabody.
Christina Magdalen McCarthy, ... Peabody.
Henrietta McConnell, ... Somerville.
Gertrude Philomine McCusker, ... Cambridge.
Mary Beston McDonough, ... Danvers.
Annie Margaret McGlauflin, ... Wenham Depot.
Ruth Alma McKay, ... Beverly.
Mary Etta McKeigne, ... Bradford.
Blanche Velma McKenne, ... Middleton.
Alice Mabel Messer, ... Haverhill.
Nellie Stearns Messer, ... Salem.
Margaret Angela Millea, ... Salem.
Edith Marion Moffatt, ... Walla Walla, Wash.
Georgia Bernice Morgan, ... Groveland.

Katherine Maria Moynihan, ... So. Byfield.
Frances Ednah Northrup, ... Lynn.
Marion Louise Norton, ... Chelsea.
Edith May O'Brien, ... Cambridge.
Alice Frances O'Connor, ... Chelsea.
Jeremiah Bernard O'Keefe, ... Charlestown.
Blanche Lowell Paine, ... Somerville.
Alice Woodbury Patch, ... Wenham.
Hattie Hazel Peabody, ... Everett.
Jennie Pamela Peabody, ... Danvers.
Millicent Grace Perkins, ... Beverly.
Pearl Martin Pillsbury, ... Newburyport.
Bertha Bancroft Piper, ... Lynn.
Hilda Poland, ... Nahant.
Cora Belle Poole, ... Cambridgeport.
Zulette Potter, ... Marblehead.
Annie Cobbs Pottle, ... Newburyport.
Ada Belle Pratt, ... Lynn.
Cynthia May Prentice, ... So. Medford.
Bertha Ellinor Pringle, ... No. Reading.
Louisa Isabelle Pryor, ... Portsmouth, N. H.
Fanny Flint Putnam, ... Danvers.
Elizabeth Frances Quinlan, ... Peabody.
Mary Ellen Quirk, ... Waltham.
Ida Louise Rand, ... Somerville.
Sadie May Reed, ... Lowell.
Lucy Reynolds, ... Peabody.
Maude Eliza Richardson, ... Salem.
Ethel Louise Rideout, ... Cambridgeport.
Nellie Winifred Riley, ... Melrose.
Henry W. Roberts, ... Pigeon Cove.
Ida Helen Rogers, ... Arlington.
Annie Lavenia Rowe, ... Beverly.
Madeline Sayward Rowe, ... Gloucester.
Helen Louise Russell, ... Somerville.
Lottie May Ryder, ... Lynn.
Esther Samuel, ... Chelsea.
Mary Cecilia Scally, ... Stoneham.
Anna Grace Scannell, ... Arlington.
Mary Louise Scannell, ... Arlington.
Carrie May Schroeder, ... Chelsea.
Eliza Lohra Scott, ... Chelsea.

Mary Elizabeth Shatswell,	Salem.
Ethel Silsby,	Everett.
Katherine Grey Smith,	Lynn.
Lillian Frazier Smith,	Beverly.
Marion Parkhurst Smith,	Salem.
Mary Gertrude Snow,	Cambridge.
Clara Alice Southwick,	W. Peabody.
Mary Ann Southwick,	Hamilton.
Grace Lillian Sowerbutts,	No. Andover.
Louise Spence,	Peabody.
Martha Lufkin Stanwood,	Essex.
Abbie Elizabeth Stetson,	Danversport.
Mary Pickett Story,	Beverly.
Abigail Marie Sullivan,	Malden.
Ellen Elizabeth Sweeney,	Arlington.
Martha Anna Taylor,	Malden.
Emma May Thompson,	Melrose.
Irene Florence Thompson,	Melrose.
Edna Gordon Towle,	Salem.
Margaret Phillips True,	Marblehead.
Grace Anna Turbett,	Salem.
Winifred Pickett Upton,	Beverly.
Lucy Agnes Walsh,	Stoneham.
Margaret Teresa Walsh,	Peabody.
Edith May Webber,	Waltham.
Charlotte Calhoun Wells,	Amesbury.
Mabelle Eva Vaughn Wells,	Lynn.
Clara Emerson Wheeler,	Gloucester.
Helen Gertrude White,	Cambridge.
Feronia Carpenter Wiggin,	Peabody.
Mary Veronica Williams,	Lynn.
Amy Florence Wilson,	Pigeon Cove.
Marion Louise Wilson,	Salem.
Elsie Kimball Woodbury,	Beverly.
Ethel Worcester,	Somerville.
Lillian Frances Worth,	Wakefield.
Constance Ethelwyn Yeames,	Arlington.

Summary.

Post-graduate and special students,	21
Students of the elementary course,	214
	235

Whole number of students from the opening of the school,	4,886
Whole number of graduates,	2,534
Number of certificates for one year's work,	19

Certificate Required for Admission to a Preliminary Examination.

_____ 1903.

_____ has been a pupil in the

_____ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof: —

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

Certificate of Graduation and Good Character.

This is to Certify that M_____

is a regular graduate of a four years' course of the_____

_____ High School, and that, to the best of my knowledge and belief, ____ he is a person of good moral character.

_____ *Principal.*

_____ 1903.